**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 3.OA.5 Apply properties of operations as strategies to multiply and divide**  **The Envision Lesson: 3-1 Multiplication Properties** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| * Students need to know that multiplication is repeated addition and the inverse of division. * Students need to know multiplication facts to 5 * Students need to understand and be able to draw an array * To prevent confusion of terms, use mnemonics and real life examples to explain definitions | Commutative Property of Multiplication  Associative Property of Multiplication  Identity Property of Multiplication  Zero Property of Multiplication |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1.Begin with Daily Cumulative Review Activity (Spiral Math, A.D.D., Minute Math, Mtn. Math, etc.)  2. Review and discuss as a class how to draw arrays  . Macintosh HD:Users:teacher:Desktop:Screen shot 2011-08-09 at 2.34.04 PM.png  “Explain how you knew that.” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| Have students draw an array representing the desks in the room in math journals. Then draw two arrays of different ways to arrange the desks in the room. Write the standard algorithm for the various room arrangements. Discuss and categorize the algorithms.” “Is there a different way to arrange our desks?” “Can we group our algorithms by property?” Using the examples written to represent classroom arrays, explain the definitions of **Commutative Property of Multiplication** and **Associative Property of Multiplication**. Write definitions in math journals. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  (May use actual counters as manipulatives or simply write out in math journals)  Macintosh HD:Users:teacher:Desktop:Screen shot 2011-08-09 at 2.49.55 PM.png | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Another way to remember **Commutative** Property is to think of your commute to school. Draw a basic grid on board showing a starting point and end point. Show several different ways to commute to school. The commute may change, but you still successfully commute to school. Another example: there is more than one way to get from Salt Lake City to New York City. It doesn’t matter the commute, you still arrive in New York City. The correlation is, it doesn’t matter the***order*** you multiply numbers, the product remains the same. Add notes to math journal.  Another way to remember **Associative** Property is to think of yourself with a best friend and an associate (another friend). You and your best friend may associate and hang out, or you and your associate/friend may hang out together, or your best friend and the other friend may hang out, but in the end you still have three friends/associates. The correlation is, it doesn’t matter if the***grouping***changes, the product remains the same. Have three students come up and show the class what this looks like. Add notes to math journal. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| Assign Math Book pg. 58-59 (odd numbered problems only) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
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| **HOMEWORK** | |
| Practice 3-1 pg. 33 | |